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ABSTRACT

A large portion of the business community has limited and/or inaccurate knowledge about marketing and distributive education (MDE). If MDE begins meeting the adult training and development needs of industry, recognition of MDE as a viable training program should emerge. With the proper organizational structure and delivery system, adult MDE can be a contributing factor to a substantial increase of program awareness and acceptance in the business community. Certain steps followed at the state and local levels ensure that the adult program meets needs of the adult and business communities. State level initiatives recommended in this report include the establishment of a statewide planning council for adult MDE; adult MDE should be referred to as adult training and development instead of adult education. At the local level, eight steps comprise a systematic approach to adult MDE program implementation: establish and use advisory committees, build alliances, assess training needs, identify instructor/consultant, develop course/service, organize and deliver, evaluate/followup, and revise. Building alliances broadens awareness by increasing MDE program credibility, sharing responsibilities, and improving the image of MDE teacher and program. Alliances also serve as a mechanism to foster a continued and meaningful dialogue with the business community. (YLB)

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Building Program Awareness Through Adult Marketing and Distributive Education

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Building Program Awareness Through Adult Marketing and Distributive Education

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Abstract

The primary topic discussed in this paper relates to how marketing and distributive education (MDE) personnel can broaden awareness of MDE in the business community through adult MDE. The paper focuses on gaining awareness and acceptance of the marketing industry, a systematic approach for offering adult MDE, how alliances can be used to build program awareness, and how alliances can serve as a mechanism to foster a continued and meaningful dialogue with individuals in industry. A model for implementing adult MDE is also presented.

The paper was developed after analyzing most exciting sources of literature relevant to adult MDE and broadening the awareness of MDE. Interviews were also conducted to determine how alliances have enhanced offering adult MDE in actual local programs.

After analyzing the literature and interviews, it was concluded that the adult phase of the total MDE program has the greatest potential for serving industry in a more direct way. If more emphasis is given to this phase of the program, a greater awareness of MDE among individuals in the business community can be experienced.

Introduction

The awareness of marketing and distributive education (MDE) among various groups such as business people, educational leaders and marketing education providers has been a concern in our field since its official beginning in 1936. Program "identity and image" (a part of program awareness) has been the focus of many research studies, professional journal articles, and philosophical discussions throughout the history of MDE. According to Samson (1980, p.1), there was an optimistic outlook towards MDE in the 1960's. However, this optimism changed by the late 1970's to one of concern and often despair. Samson related his position to program identity and image by citing the perceptions of K. Otto Logan in 1963 and Roy D. Henderson in 1979.

As stated by Logan:

> As we look back over 25 years of distributive education history we find D.E. has had to establish itself, build up its enrollment and, in critical times, fight for its existence. Today, not only have we established our identity, but we have earned for D.E. a prominent place in our American economic system. (Logan, 1963, p. 10)

Henderson later stated:

> Research indicates that the function and purpose of distributive education is not understood by the general public. Some indicators suggest that D.E. is on the decline in visibility and recognition in the business sector formerly considered the stronghold of D.E. (Henderson, 1979, p. 17)

The contrasting perceptions of Logan and Henderson illustrate the growth of the problem associated with program awareness that is being faced by marketing educators today. As pointed out by Samson (1980, p.2),

the level of understanding about MDE that existed in 1963 and prompted the remarks of Logan do not exist today. This lack of understanding has been due to wide-spread confusion regarding the nature, scope, and goals of MDE. This confusion has been a major factor contributing to the lack of program awareness particularly among individuals in the business community.

Background

Associated with the lack of program awareness in the business community is the amount of impact marketing and distributive education has made in society. Has MDE made a large enough impact in society to create substantial program awareness relative to the current needs for training in the marketing industry? To answer this question one must simply examine the employment needs in marketing as well as the enrollment and placement figures in MDE.

Employment Needs and Enrollment/Placement Figures

According to Blond, Senior Economist in the Office of Secretary of Defense, approximately 20 million workers will be needed in the occupational areas of clerical and sales (excluding stenos, typists, and secretaries) and 16.5 million in service occupations by 1987 (Blond, 1982). This yields a grand total of 36.5 million workers needed in marketing and marketing related occupations by 1987.

Enrollment in marketing and distributive education, as reported by the National Center for Educational Statistics (1982), in 1980-81 was 924,263. This included enrollment as the secondary, postsecondary, and adult levels of instruction. Of this total enrollment, approximately 346,000 were identified as completers. According to Lynch and Nelson (1978, p.30), about 38 percent of known completions are

immediately employed in the field for which they trained. This means that approximately 100,500 marketing and distributive education participants entered the marketing labor force in 1980-81. Although many individuals disagree with the definition used to determine completers of a vocational education program and the method used to collect the data, it is apparent that MDE is not making the impact it could to meet the needs of an industry that will need approximately 36.5 million workers by 1987.

Reason for Low Impact and Program Awareness

What then are the reasons for this low impact characterized by MDE and subsequently the lack of program awareness? There are many reasons for this dilemma. One primary reason however, may be that very little attention has been given to the adult component of the total MDE program. A significant shift of emphasis on the adult component to the secondary component beginning in 1963 can be observed. As reported by Nelson (1982), the percentage of adults in the total enrollment figures each year for federally funded D.E. programs from 1937-38 to 1963-64 ranged from 83 to 90 percent. However, as reported by Lynch (1983, p.16), for the past five years only 33 percent of the total enrollment for MDE has been adults. Furthermore, nearly 60 percent of that enrollment is from only six states. Most states report very little or no enrollment in adult MDE programs (Lynch, p.16).

Lack of Interest for Adult MDE

It is believed that the main reason for the current lack of interest for adult MDE (among MDE personnel) is due to a misunderstanding of the mission of marketing and distributive education. According to Lynch (1983, p.16), few practitioners in MDE fully understand and/or

implement the first segment of the generally accepted MDE mission statement. This statement was presented by Samson at the 1980 MDE Directions conference, modified slightly through conference discussions, and adopted throughout the country in 1980 and 1981 by participants in regional MDE conferences.

The first segment of the mission states that "the mission of marketing and distributive education is to develop competent workers in and for the major occupational areas within marketing" (Lynch, 1983, p.16). As explained by Lynch, the word "in" relates to the adult education component of MDE; in other words, it is part of the mission of MDE to develop competent workers who are already employed in marketing occupations. Lynch further states:

> This segment of the mission statement addressed the comprehensiveness of the program and the fact that MDE is and should be viewed as considerably more than a program for high school students. If practitioners truly believe in and implement this part of the mission statement, then considerably more emphasis by leaders in MDE (e.g. state and local supervisors, curriculum specialists, personnel developers) should be given in the years ahead to supplementary (i.e., adult education) training for workers already employed in marketing occupations. (Lynch, 1983, p.16)

The need to revitalize the adult component of marketing and distributive education cannot be emphasized enough. If properly organized and implemented, this revitalization could facilitate a substantial increase in program awareness among individuals in the business community.

Purpose and Organization of Paper

The purpose of this paper is to discuss how marketing and distributive education personnel can broaden awareness of MDE in the business community through adult MDE training and development. The paper will focus on gaining awareness and acceptance of the marketing industry by serving immediate needs, a systematic approach for offering adult MDE, how alliances can be used to build program awareness, and how alliances can serve as a mechanism to foster a continued and meaningful dialogue with individuals in industry.

The remainder of the paper is organized in five sections. The first section deals with gaining awareness and acceptance; section two deals with systematically offering adult MDE; section three presents how alliances can build awareness; section four discusses how alliances can serve to foster continued and meaningful dialogues; and section five presents conclusions and recommendations.

Gaining Awareness and Acceptance in the Business Community

To say that the business community is completely unaware of marketing and distributive education would be unjust and simply not true. However, to say that a large portion of the business community is unaware of or has a poor and/or inaccurate image of MDE could be justified.

Lack of Visibility and Recognition

According to Henderson (1979, p.17), lack of visibility and recognition is clearly evidenced from reports being generated from the private business sector indicating a loss of recognition for MDE. According to Reece and Brownlee (1976, p.14), there is a lack of support in the business community for some MDE programs because they have an unclear, negative image of the programs. Furthermore, confusion among business

persons arise when the image projected by MDE programs is not consistent with the goals and purposes of the programs.

Don G. Soderquist, President of the Ben Franklin Division of City Products Corporation, reported at the 1977 AVA Chain Store Brunch that MDE is generally held in high esteem by an overwhelming majority of business persons who are involved with it. However, approximately one-fourth of the Ben Franklin store owners were not aware of the program. He further stated that although a number of store owners who had never worked with the MDE program indicated that they would if it were available to them, there was also a large number who had previously worked with the program that said they would not in the future (Soderquist, 1978, p.60).

As stated by Henderson (1979, p. 17), MDE has lost the recognition from the business community as being a viable training program. Although this statement as well as those reported in the preceding paragraphs were made in the late 1970's, there is little evidence of any change. In fact, according to Ayres and Elias (1981, p. 59), data from a research study in which they conducted revealed a differnce in the perceived importance of certain aspects of MDE between business persons and MDE personnel. Foster, Elias, and Smith (1983, p.32) also reported a similar finding in their research study by reporting that a difference exists in the perception of MDE among business persons and five other groups involved with the program.

Whether one believes that MDE has a problem associated with program awareness or not, it is still evident by the placement figures discussed earlier that MDE is not serving the business community to a degree that is meeting the training needs of the marketing industry. This fact

alone can lead one to believe that there has to be many business persons in this country who are unaware of or misinformed about marketing and distributive education.

Gaining Awareness and Acceptance

How, then, can greater awareness and acceptance of the MDE program be gained in the business community? As any good marketer knows, one must first have a product that satisfies the needs and wants of customers. According to Lynch (1983, p. 17), there is currently and will be in the future a tremendous need of training for adults in marketing. Lynch states:

> The greatest increase in the need for education and training in marketing occupations will come from the "older" population segments in our country. Businesses, especially retail and other service - oriented firms, prefer to employ "older" workers and would like the schools to develop and offer more adult education to develop and upgrade the marketing knowledge and skills of these employees. (Lynch, 1983, p. 17)

Eventhough the secondary component of MDE can be effective, the adult phase of the total program has the greatest potential for serving industry in a more direct way. Through adult training and development, services can be provided that meet immediate and long range training needs. If MDE begins meeting these training needs of industry, the recognition of MDE as a viable training program will emerge. With the proper organizational structure and delivery system, adult MDE can be a contributing factor to a substantial increase of program awareness and acceptance in the business community.

A Systematic Approach for Delivering Adult MDE

If adult marketing and distributive education is going to help MDE enhance its recognition as a viable training program and contribute to an increase in program awareness and acceptance it must not be delivered haphazardly. A well-organized, well-planned, and systematic approach to offering adult MDE must be incorporated. Certain steps must be followed at the state and local levels to assure that the adult program will, indeed, meet the needs of the adult and business communities.

State Level

Each state in this country has its own unique delivery system with regards to vocational education. In order for adult marketing and distributive education to flourish throughout the country certain initiatives must take place at the state level.

The first and perhaps the most critical initiative needed in each state is the establishment of a statewide planning council for adult MDE. Each state needs to have a group of individuals that is primarily concerned with the well-being of adult MDE. The responsibilities of this council should include addressing major concerns and problems within its state associated with the adult program. It should aid in establishing guidelines and policies for adult MDE. It should provide guidance and assistance to local MDE programs. Finally, the council should enhance adult MDE in its state by building alliances with state level organizations and agencies such as the retail merchant's association, chamber of commerce, and trade associations.

The make-up and organizational procedures of this council should remain flexible to meet the needs of individual states. However, a representation of all parties involved in adult MDE should be accounted

for. This includes teachers (high school, post-secondary, adult instructors, and private school), state staff, local supervisors, teacher educators, and business persons.

A second initiative that needs to take place at the state level is to refer to adult marketing and distributive education programs as an adult training and development program instead of an adult education program. The need for this initiative stems from the problem of using different terminology than what is currently being used in the business community (Price, 1983, p. 22). In the business community, most employee/management education is called "training and development." Essentially, this training and development is the same type of education provided in adult MDE. Therefore, making reference to adult MDE as an adult training and development program will lessen the confusion in the business community and increase program identity. This change must also be made at the local level. However, leadership at the state level should set the example for local programs in this matter and encourage the change.

Local Level

To initiate and maintain a quality adult marketing and distributive education program at the local level, one must follow certain steps. These steps can provide a systematic approach for delivering courses and services and can ensure that the needs of the community are being met. They can also enhance program awareness throughout the business community. Each step in the implementation process is critical and must not be taken lightly. These steps are outlined in Figure 1 in an implementation model. A description of each step of the model is provided in the remainder of this section of the paper.

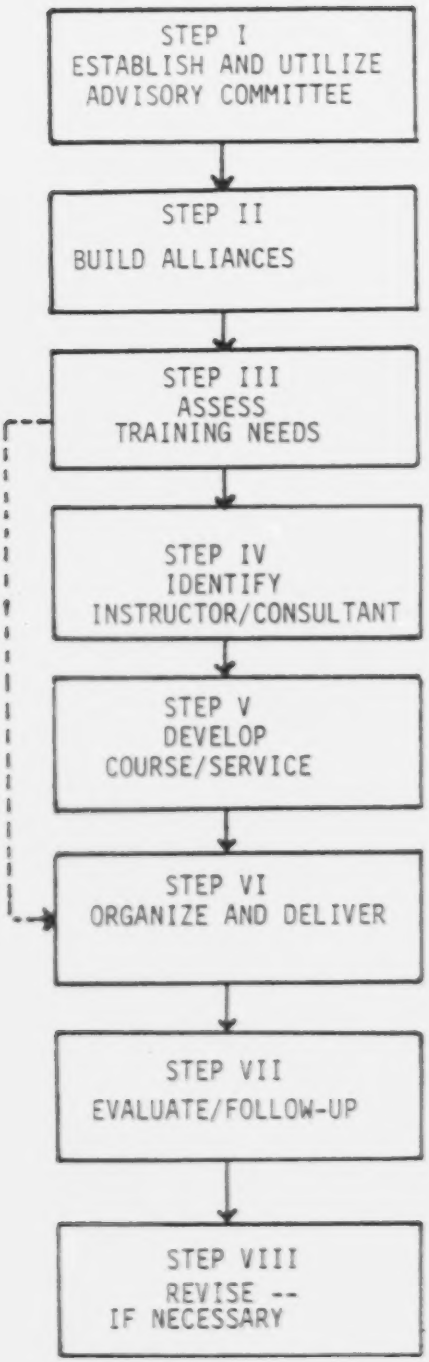

Figure 1: Adult MDE Program Implementation Model

Step I: Establish and Utilize Advisory Committee. An active advisory committee is essential when developing and maintaining a quality adult MDE program. Committee members can help in assessing employment demands and educational needs. They can assist in developing course objectives and curriculum. They can also assist in identifying instructors or consultants, course sites, as well as dates and times for adult MDE offerings. They can also play a role in evaluating courses and/or services (Trapnell, Reece, and Hoffman, 1972, p. 14).

Step II; Build Alliances. Although advisory committees can be considered one type of alliance within the business community, for the purposes of this paper, building alliances refers to offering adult MDE courses and services in cooperation with specific agencies and organizations. The number and types of agencies and organizations with whom alliances can be built are numerous. Courses and services can be offered in cooperation with business organizations such as the retail merchant's association, chamber of commerce, and trade associations. They can be offered in cooperation with state and local employment agencies. Alliances can also be built with individual firms to provide in-house training. Finally, alliances can be built with other MDE programs in other school districts, community colleges, and proprietary schools.

The alliance itself can be in many forms. A sponsorship or co-sponsorship can be arranged to facilitate the sharing of part or of all the responsibilities involved in offering a particular course or service. The degree of sharing the responsibilities can be divided into any combination that is mutually agreeable to all parties involved. The flexibility of being able to arrange an alliance to fit the need of a particular agency organization is extremely important when attempting to

build a number of different alliances. Once alliances are built, MDE personnel should involve individuals associated with the alliances in all of the remaining steps of the adult MDE program implementation model.

Because building alliances is such a critical part of implementing adult MDE and broadening awareness of the total program, other aspects of this step will be addressed in later sections of this paper.

Step III: Assess Training Needs. As with any marketing endeavor, one must offer what the target market needs and wants. Two major sources should be assessed when determining the needs and wants of the adult market for MDE. They are individual prospective adult learners and the business community/employer clientele (Trapnell et al., 1972, p.11). According to Trapnell et al., assessing the characteristics, interests, and occupational needs of individual adults is important because they are the actual participants in the program. At the same time to prepare individuals for employment and/or advancement in marketing occupations, attention must be given to the employment needs and requirements in the business community. A needs assessment of these sources can be accomplished primarily through a continual community survey.

Once needs are assessed, they can be met through a variety of offerings or services. As proposed by Reece (1983, pp. 13 & 14), a six dimensional program of service can meet the needs of adult MDE clientele. These service dimensions are: 1) providing instruction; 2) providing counseling services; 3) serving as a consultant; 4) serving as an instructional program administrator; 5) conducting marketing research; and 6) developing and/or disseminating learning resources.

Step IV: Identify Instructor/Consultant. After the needs have been assessed, consideration must be given to who will provide the

instruction or service to meet the needs. As indicated by Trapnell et. al. (1972, p.17), courses and other services can be taught or performed by any of the following: 1) high school or post-secondary MDE teachers; 2) part-time instructors from the business community; 3) local instructors employed on a full-time basis; and 4) specialists employed on either a full-time or part-time basis by the state.

The selection of the person who will provide the adult MDE instruction or service must be made on the basis of the best qualified person available. To be successful in teaching adults or providing other services, one must be emotionally mature and able to give and take on a friendly but professional basis. One must also be technically competent and able to discuss application of the material presented in a business setting. Finally, one must also have the ability to teach (Reece, 1978, p. 7).

Step V: Develop Course/Service. After the instructor or consultant has been identified, the process of developing the course or service must begin. According to Reece (1978, p. 10), to ensure that an adult training and development program will be a success, one must seek answers to three basic questions when preparing for a course. As stated by Reece, these questions are:

1) What do I Teach?

   Deciding what to teach is very important. This question will be easier to answer if the objectives for the training program have been clearly established. The objectives will guide you in making content decisions. If content is not appropriate, enrollees may lose interest and stop attending training sessions.

2) How Do I Teach?

The teaching methods you use will often influence whether or not the trainee becomes actively involved in the learning process. A variety of mentally stimulating learning activities should be incorporated into the course.

3) How Do I Evaluate Results?

In an adult vocational program, results are measured in terms of trainee learning and ultimately, performance on the job. Without some type of evaluation, you will never know if the objectives have been achieved. (Reece, 1978, p. 10).

Answering these questions when developing a service other than instruction is also essential. However, the questions need to be revised as follows: 1) What service do I provide?; 2) How do I provide this service?; and 3) How do I evaluate the results?

Step VI: Organize and Deliver. After the course or service has been developed, it must be organized and delivered. The duties involved in this step for a course include setting dates and times, obtaining the best location and facility, promoting the course, handling registration, opening the course, teaching the course, evaluation and closing the course. For services other than instruction the duties include setting dates and times, obtaining the best location, promotion, providing the service, and evaluation.

Scheduling a course involves deciding on the length of the course and the length of each class session. It also involves selecting the appropriate time of day to hold each session as well as the day(s) of the week. Decisions regarding scheduling must be made based on the needs of the participants.

Decisions regarding the best location of the classroom should be based on accepted principles of adult education (Trapnell et. al., 1972, p. 26). The location should be easily accessible to participants and should not be limited to public school classrooms. In many cases courses can be held in the business community. The facility should be conducive for adult learning. It should have good lighting, adequate ventilation, temperature control, flexible seating arrangements, and adequate size furniture for adults.

Handling registration involves greeting participants as they enter the first class session, collecting fees, and distributing course materials. Opening the course involves welcoming the participants, making introductory remarks, and introducing the instructor.

Closing the course refers to making concluding remarks, thanking participants for attending, and awarding certificates of completion.

Step VII: Evaluate/Follow-Up. Evaluation involves the assessment of the "ends" as well as the "means" of the course or services. Evaluating the "ends" refers to assessing whether or not the objectives were met and to what degree of success were they met. Evaluating the "means" refers to assessing the purpose and procedures which were implemented to lead to meeting the objectives. All persons concerned with the course or service must be involved in the evaluation process (Trapnell et al., 1972, p. 32).

Diagnostic instruments administered at the beginning and end of a course can be used to assess the "ends" of the course. Follow-up activities such as surveys and employee productivity evaluations can also be used for this purpose. Learner opinionnaires can be administered periodically throughout a course as well as at the conclusion to assess

the "means" of the course.

Step VIII: Revise, If Necessary. If the evaluation of the course or service shows a need for revision, such a need should be taken seriously. To maintain a quality program and a positive image in the business community, revision must take place as needs change and as technology advances. All persons involved in offering the course or service should be included in the revision process.

As indicated in Figure 1 by the dotted lines, once an instructor or consultant has been identified and established for a particular course or service on a continual basis and the course or service has been developed, steps four and five of the implementation model can be skipped. After identifying the need for the course or service, the MDE teacher can go directly into the organization and delivery phase of the model.

Alliances: A Means For Broadening Awareness

Building alliances with other agencies and organizations is not only a key element in implementing adult MDE. It is also a means for broadening awareness of the total program in the business community. There are four specific ways in which broadening awareness can be accomplished through building alliances.

First, aligning with other agencies and organizations can increase the credibility of the adult component of MDE as well as the total MDE program. In the eyes of some individuals in the business community, a course offered by a high school and in some instances even a community college does not carry enough credentials to be worthy of serious consideration. However, if the course is sponsored or co-sponsored by a highly respected merchant's association, chamber of commerce, or pro-

fessional trade association it gains much more credibility because of the alliance. As the credibility of the adult training and development program increases, an awareness of the total program will increase throughout the community.

Secondly, responsibilities involved in organizing and conducting a particular adult course or service (i.e. promotion, needs assessment, curriculum development, instruction, etc.) can be shared if alliances are built. The direct involvement of many different agencies and organizations will increase the number of business persons becoming aware of the total MDE program. Furthermore, this will reduce the time involved in providing adult MDE for MDE personnel. It will also create a vested interest among those associated with the alliances, which will increase the chances for success.

A third way in which building alliances with other agencies and organizations can broaden awareness of MDE is by improving the image of the MDE teacher involved. The MDE teacher may or may not have credibility in the business community. In either case once he/she becomes involved in working with professional personnel from various business organizations, he/she will not be viewed as only a high school or post-secondary marketing teacher. An image more closely aligned with human resource development in business will emerge. Also, once a teacher has provided training for various firms in the community, he/she is viewed by management from a different perspective. The teacher suddenly becomes a marketing specialist with training expertise, a valuable commodity for the business community.

Finally, building alliances can also improve the image of the total MDE program. The association with other professional organizations with-

in the business community will enhance the image of the total program. Furthermore, because the program is directed by the MDE teacher (the marketing specialist), both the high school or post-secondary and the adult components of the program will be considered a primary source for well-trained personnel.

Alliances: A Mechanism To A Continued and Meaningful Dialogue

In order to build and maintain program awareness of MDE, a continued and meaningful dialogue must be established with individuals in the business community. Alliances can serve as a mechanism to foster a continued and meaningful dialogue. This dialogue can relate to needs assessment, instructor/consultant identification, curriculum development, location of course, promotion, teaching methodology, evaluation, and revision processes.

For the purposes of this paper, telephone interviews were conducted with selected individuals to determine how alliances have been used in actual programs to offer adult MDE courses or services. A summary of the results of these interviews serve to illustrate different types of alliances and how they can enhance a meaningful dialogue with others.

In the Roanoke, Virginia metropolitian area an extensive employability skills seminar is offered by the Marketing and Distributive Education Departments of Roanoke County Schools, Roanoke City Schools, and the City of Salem Schools cooperatively with the Virginia Employment Commission (VEC). Program administration and all promotional aspects of the seminar are provided by VEC personnel. The VEC also furnishes the location and facilities for the seminar. Instruction is provided by the local high school MDE teachers. With this alliance, a

joint effort can be seen in many of the steps of the implementation model for adult MDE that was previously discussed. Furthermore, an increase in awareness of the total MDE program among VEC personnel, VEC individual clients, and VEC business clients has been experienced because of the alliance (H. Brown, personal communication, February 21, 1984).

In this same geographical area, certification programs are offered in the fields of insurance and real estate. The Marketing and Distributive Education Department of Roanoke County Schools in cooperation with the Blue Ridge Chapter of Casualty and Property Certified Underwriters Association (CPCUA) offers state qualification courses for individuals to become certified in casualty and property underwriting. MDE personnel are responsible for administrational duties and furnish the facilities and locations for the courses. MDE personnel and CPCUA members are all involved in the promotional aspects of the program. CPCUA members provide instruction for the courses. A similar alliance may also be seen in the field of real estate. MDE of Roanoke County Schools, along with the Roanoke Valley Board of Realtors, offer a series of 12 courses relating to real estate. A continual dialogue is maintained between Roanoke County MDE and the two professional organizations to plan and implement both programs (G. Kidd, personal communication, January 11, 1984).

The Roanoke City Marketing and Distributive Education Department also offers an example of building alliances with other agencies with an extensive certification program for supervisory housekeeping personnel. A series of 16 courses is offered in cooperation with the Blue Ridge Chapter of the National Executive Housekeepers Association (NEHA). The program is endorsed by the NEHA, which enables

participants to become nationally certified in housekeeping supervision. NEHA personnel also assist in curriculum development, instructor identification, and program promotion. MDE personnel are responsible for all of the organizational and administration duties. Participants of the program take approximately 18 months to complete all of the courses. The program has been in operation for five straight years, holding an average enrollment of 20 participants per course (Brown, personal communication, February 21, 1984).

In Des Moines, Iowa, the Department of Marketing at Des Moines Area Community College is now working with the Newton Chamber of Commerce in Newton, Iowa in the area of economic development. A three-dimensional program has been developed by marketing instructors of the college and individuals associated with the chamber. The first dimension involves providing professional sales training for businesses within the Newton business community. The second dimension involves the provision of one to one counseling for Newton small business owners in areas such as advertising, visual merchandising, and store front image. The third and final dimension of the program involves selected marketing instructors working with chamber personnel in the development of a plan to make downtown Newton a more attractive shopping area. All administrational and promotional aspects associated with the first two dimensions of the program are conducted by chamber personnel. The instruction and counseling are provided by the marketing instructors of the college (J. Manning, personal communication, April 6, 1984). As with the others, this alliance serves to illustrate how a continued and meaningful dialogue can be developed to meet the needs of a local community. A greater awareness of and support for the marketing department on behalf of the Newton

business community has also been enhanced in the process.

These alliances are just examples of what can be done if MDE personnel will place a greater emphasis on working with various agencies and organizations within the business community. A continued and meaningful dialogue with individuals in business can help expand MDE programs to serve in many areas of marketing. As programs expand and develop, so will an awareness of the programs in the business community.

Conclusions and Recommendations

The reader is reminded that the purpose of this paper was to discuss how marketing and distributive education personnel can broaden awareness of MDE in the business community through adult training and development. The following conclusions and recommendations are given, based on the reports, articles, interviews, and research reviewed.

Conclusions

It has been said by many people that marketing and distributive education is one of the best kept secrets in current times. In a country where the economy flourishes on competition and the free enterprise spirit, MDE should be considered a major force in the development of the economic system. It should be viewed by business persons as a major source for training and development in the marketing industry. If MDE is going to make a greater impact on meeting the training needs of the marketing industry and emerge as a viable training program, greater attention must be given to the client group in which the training is most needed. This client group is the adult segment of the population. Serving adults in the business community will provide a direct means for meeting individual adult and business needs. Once these needs are being met the total MDE program will experience a greater awareness

among individuals in the business community.

In order for MDE to provide adult training and development, a well-planned and systematic approach must be taken. A major component in this approach should be the building of alliances with various agencies and organizations. If alliances are built, assistance can be obtained for planning, organizing, and delivering adult MDE courses and services. The joint effort in providing adult training and development experienced from alliances can serve as a mechanism to foster a continued and meaningful dialogue between MDE and the business community. This dialogue, the direct involvement of business individuals in providing adult MDE, and the actual adult MDE offerings can then enhance a greater awareness of the total MDE program in the business community.

Recommendations

In order for marketing and distributive education to build program awareness through adult training and development the following recommendations are made.

1. It is recommended that adult training and development become a major component in the overall marketing and distributive education program in every state in this country. In order to build program awareness nationwide, consistency in the types of training and development that is provided by MDE is needed.

2. It is recommended that a statewide adult marketing and distributive education planning council be established in every state in this country. Each council should establish policies and procedures for offering adult MDE in its respective state, address major concerns and problems related to offering adult MDE in its respective state, build alliances with various agencies and organizations at the state level,

and offer guidance to personnel in local MDE programs related to establishing and maintaining an adult training and development program. Once established, each statewide council should be maintained for an indefinite period of time to further develop adult MDE and address needs as they arise.

3. It is recommended that an ad hoc committee be appointed by the National MDE Policy and Planning Committee to develop strategies to foster the establishment of statewide adult MDE planning councils in each state. The make-up of this ad hoc committee should be representatives from various regions throughout the country. The chairperson for the committee should be an individual who is well versed in adult planning and implementation.

4. It is recommended that the adult MDE program implementation model presented in this paper be adopted or adapted by individuals in local MDE programs as a guide to implementing an adult MDE program in their communities. The adoption or adaption of the model will foster a systematic approach in implementing adult MDE and will enhance the success of such an endeavor as well as building program awareness in local communities throughout the country.

5. It is recommended that all MDE teacher education programs in the country include a course(s) related to the organization and implementation of adult MDE. To facilitate long-range planning in the establishment of a viable adult MDE program nationwide, all potential MDE personnel must obtain a basic philosophy in the belief of adult MDE and knowledge of how to organize and implement such a program.

6. It is recommended that state in-service workshops for MDE personnel be given in every state relating to the importance of adult MDE

and how to organize and maintain a program. There is a need to establish a basic philosophy for adult MDE among most MDE personnel that are currently in the profession. There is also a need to update these individuals regarding how to organize and implement an adult program. State in-service workshops can serve as a vehicle for accomplishing this training.

7. It is recommended that adult MDE be referred to by MDE personnel as an adult training and development program instead of an adult education program. This will lesson confusion in the business community regarding the identity of the program and will enhance an image more closely aligned with business than education.

8. It is recommended that when developing an adult MDE program, the six-dimensional program of service devised by Reece be adopted. It is felt by the writer that the six-dimensional program of service will allow MDE personnel to provide a more comprehensive adult training and development program. Furthermore, a comprehensive adult MDE program will enhance building awareness of the overall program.

9. It is recommended that beginning immediately a substantial number of alliances with various agencies and organizations be established and maintained in all states in order to develop and provide quality adult MDE programs and build program awareness in the business community.

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